

Pleasant Hill Elementary

127 Schoolhouse Drive
Hemingway, South Carolina 29554

Grades	PK-5 Elementary School	
Enrollment	395 Students	
Principal	William Teddy Graham	843-558-9417
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	53	55	7

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Good	Yes
2005	Good	Good	Yes
2006	Average	Unsatisfactory	Yes

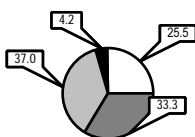
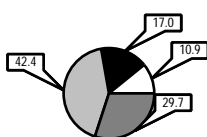
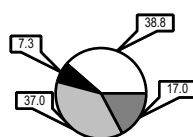
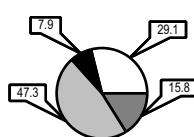
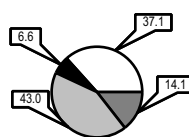
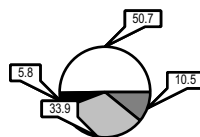
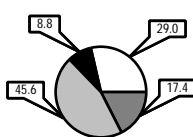
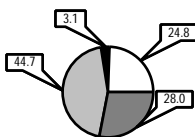
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

99.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	171	99.4	25.0	37.2	33.5	4.3	45.7	Yes	Yes
Gender									
Male	90	98.9	30.6	32.9	32.9	3.5	43.5	N/A	N/A
Female	81	100.0	19.0	41.8	34.2	5.1	48.1	N/A	N/A
Racial/Ethnic Group									
White	68	100.0	19.7	33.3	40.9	6.1	54.5	Yes	Yes
African American	96	99.0	27.2	41.3	28.3	3.3	40.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	143	99.3	14.7	41.9	38.2	5.1	52.2	N/A	N/A
Disabled	28	100.0	75.0	14.3	10.7	0.0	14.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	99.4	25.0	37.2	33.5	4.3	45.7	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	166	99.4	24.5	37.7	33.3	4.4	45.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	131	99.2	28.8	39.2	28.0	4.0	40.8	Yes	Yes
Full-pay meals	40	100.0	12.8	30.8	51.3	5.1	61.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	171	100.0	10.9	42.4	29.7	17.0	62.4	Yes	Yes
Gender									
Male	90	100.0	10.5	45.3	23.3	20.9	61.6	N/A	N/A
Female	81	100.0	11.4	39.2	36.7	12.7	63.3	N/A	N/A
Racial/Ethnic Group									
White	68	100.0	7.6	27.3	37.9	27.3	75.8	Yes	Yes
African American	96	100.0	12.9	50.5	25.8	10.8	55.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	143	100.0	5.8	42.3	32.1	19.7	66.4	N/A	N/A
Disabled	28	100.0	35.7	42.9	17.9	3.6	42.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	100.0	10.9	42.4	29.7	17.0	62.4	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	166	100.0	10.6	41.3	30.6	17.5	63.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	131	100.0	12.7	49.2	27.0	11.1	56.3	Yes	Yes
Full-pay meals	40	100.0	5.1	20.5	38.5	35.9	82.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	171	100.0	38.8	37.0	17.0	7.3	24.2
Gender							
Male	90	100.0	37.2	30.2	22.1	10.5	32.6
Female	81	100.0	40.5	44.3	11.4	3.8	15.2
Racial/Ethnic Group							
White	68	100.0	24.2	37.9	24.2	13.6	37.9
African American	96	100.0	49.5	36.6	10.8	3.2	14.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	143	100.0	33.6	39.4	18.2	8.8	27.0
Disabled	28	100.0	64.3	25.0	10.7	0.0	10.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	100.0	38.8	37.0	17.0	7.3	24.2
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	166	100.0	39.4	36.9	16.3	7.5	23.8
Socio-Economic Status							
Subsidized meals	131	100.0	47.6	32.5	14.3	5.6	19.8
Full-pay meals	40	100.0	10.3	51.3	25.6	12.8	38.5

Social Studies							
All Students	171	100.0	29.1	47.3	15.8	7.9	23.6
Gender							
Male	90	100.0	27.9	44.2	19.8	8.1	27.9
Female	81	100.0	30.4	50.6	11.4	7.6	19.0
Racial/Ethnic Group							
White	68	100.0	21.2	40.9	22.7	15.2	37.9
African American	96	100.0	34.4	52.7	9.7	3.2	12.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	143	100.0	24.8	48.9	18.2	8.0	26.3
Disabled	28	100.0	50.0	39.3	3.6	7.1	10.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	100.0	29.1	47.3	15.8	7.9	23.6
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	166	100.0	29.4	47.5	15.0	8.1	23.1
Socio-Economic Status							
Subsidized meals	131	100.0	35.7	45.2	14.3	4.8	19.0
Full-pay meals	40	100.0	7.7	53.8	20.5	17.9	38.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	57	100.0	14.5	30.9	50.9	3.6	54.5
	4	60	100.0	19.3	56.1	22.8	1.8	24.6
	5	61	100.0	24.1	48.3	27.6	0.0	27.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	18.5	24.1	46.3	11.1	57.4
	4	52	100.0	24.0	32.0	44.0	0.0	44.0
	5	65	98.5	31.7	53.3	13.3	1.7	15.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	57	100.0	9.1	56.4	18.2	16.4	34.5
	4	60	100.0	7.0	28.1	47.4	17.5	64.9
	5	61	100.0	10.3	44.8	32.8	12.1	44.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	14.8	48.1	27.8	9.3	37.0
	4	52	100.0	12.0	36.0	30.0	22.0	52.0
	5	65	100.0	6.6	42.6	31.1	19.7	50.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	57	100.0	29.1	38.2	25.5	7.3	32.7
	4	60	100.0	22.8	52.6	12.3	12.3	24.6
	5	61	100.0	37.9	29.3	20.7	12.1	32.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	37.0	37.0	22.2	3.7	25.9
	4	52	100.0	34.0	36.0	22.0	8.0	30.0
	5	65	100.0	44.3	37.7	8.2	9.8	18.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	57	100.0	9.1	49.1	21.8	20.0	41.8
	4	60	100.0	10.5	61.4	21.1	7.0	28.1
	5	61	100.0	48.3	32.8	17.2	1.7	19.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	11.1	44.4	27.8	16.7	44.4
	4	52	100.0	24.0	58.0	18.0	0.0	18.0
	5	65	100.0	49.2	41.0	3.3	6.6	9.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 395)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.2%	Down from 6.8%	3.6%	2.8%
Attendance rate	96.9%	Up from 95.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 7.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.9%	0.0%	0.0%
Eligible for gifted and talented	19.0%	Down from 19.7%	6.9%	10.4%
On academic plans	17.1%	N/AV	44.0%	33.6%
On academic probation	0.0%	N/AV	0.4%	1.0%
With disabilities other than speech	6.4%	Down from 7.4%	8.3%	7.5%
Older than usual for grade	1.6%	Down from 2.7%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 1.1%	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	70.0%	Up from 67.7%	51.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.7%	0.0%	0.0%
Teachers returning from previous year	88.2%	Up from 88.1%	87.0%	87.3%
Teacher attendance rate	96.3%	Up from 92.5%	94.9%	94.9%
Average teacher salary	\$45,805	Up 7.8%	\$41,711	\$42,485
Prof. development days/teacher	11.8 days	Up from 10.7 days	13.2 days	13.3 days
School				
Principal's years at school	1.0	Down from 3.0	3.5	4.0
Student-teacher ratio in core subjects	14.9 to 1	Up from 14.2 to 1	17.6 to 1	18.6 to 1
Prime instructional time	92.0%	Up from 87.0%	89.6%	89.7%
Dollars spent per pupil*	\$8,647	Up 15.5%	\$6,897	\$6,557
Percent of expenditures for teacher salaries*	55.9%	Down from 57.8%	63.2%	64.0%
Percent of expenditures for instruction*	62.3%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 99.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	11.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.2%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pleasant Hill Elementary School has continued the mission to develop competent, confident, and responsible students throughout the past school year. Staff members, parents, and community members worked together to ensure the success of all students by providing a meaningful curriculum and a diverse learning environment. As principal, I am very proud of our entire school family for the progress and achievements of our students during this past year.

Academic achievement remained a top priority at Pleasant Hill Elementary School. We were very diligent to ensure that students were exposed to all of the South Carolina Learning Standards. Students devoted time daily to journal writing and sustained silent reading. Teachers incorporated hands-on learning activities across all content areas to establish real life connections to learning. We increased the use of technology in our classrooms with additional computers, computer assisted instructional software, interactive white boards, voice mail, the Homework Hotline, and classroom web sites.

In addition to enhancing the proven academic programs and methodologies of the past, we intensified efforts to utilize MAP (Measuring Academic Progress) data to address individual student needs. This included the initiation of MAP focus groups to provide needs based instruction. Each grade developed a plan to monitor student achievement gains, to group students into focus groups, and to develop instruction that addressed student needs as determined by MAP results. Students worked to accomplish targeted goals.

Students have also received academic assistance through other school programs. We offered a tutorial program. Retired teachers with expertise in teaching math and ELA were brought in daily to work with targeted students during scheduled times. Additionally, our school offered an extended day program to tutor students in all academic areas. Teachers from each grade level worked with groups after school for an additional three hours per week, assisting with mastery of objectives, projects, and homework assignments.

Many of our students have also been identified as having talents in the areas of art and music, as well as demonstrated excellence in areas of physical education. We have encouraged students' best effort in every endeavor. Enrichment classes were provided to students in grades 2-5 to assist in developing these talents.

Our school has truly responded to the mission to provide challenging educational programs that require all students to meet high academic standards and to prepare all students to be responsible citizens and lifelong learners. We will continue to reach for higher expectations for students and ourselves as we embrace new challenges.

W. Teddy Graham, Principal
Deborah Ard, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	62	59
Percent satisfied with learning environment	100.0%	95.2%	92.7%
Percent satisfied with social and physical environment	100.0%	96.8%	91.2%
Percent satisfied with school-home relations	93.3%	90.3%	93.0%

*Only students at the highest elementary school grade level at this school and their parents were included.